

Parenting Styles and Academic Performance of First-Year BSED English Students

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A Research Study Presented to the Administration and Faculty of Governor Generoso College of Arts, Sciences, and Technology, Governor Generoso, Davao Oriental

In Partial Fulfillment of the Requirements for the Subject of the Child and Adolescent Learner and Learning Principles

Publication Date: 2025/12/08

How to Cite: Elaiza Marie D. Jubac; Khianna Fe P. Abadilla; Jasper Jade M. Martije; Pearl Joy A. Orongan; Leona Dhar G. Taganait; Dr. Jandy T. Bongcayat; Gretchen C. Tajaran; Jeanverly Grethel M. Mantilla; Roland Felix Jr. B. Payos (2025) Parenting Styles and Academic Performance of First-Year BSED English Students. *International Journal of Innovative Science and Research Technology*, 10(11), 2753-2792. <https://doi.org/10.38124/ijisrt/25nov1476>

APPROVAL SHEET

This research entitled “PARENTING STYLES AND ACADEMIC PERFORMANCE OF FIRST YEAR BSED-ENGLISH STUDENTS,” prepared and submitted by Elaiza Marie D. Jubac, Jasper Jade M. Martije, Khianna Fe P. Abadilla, Leona Dhar G. Taganait, and Pearl Joy A. Orongan, in partial fulfillment of the requirements for the course The Child and Adolescent Learner and Learning Principles, has been examined and is hereby recommended for approval and acceptance.

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ABSTRACT

This study examined the relationship between parenting styles and academic performance among first-year BSED-English students. Utilizing a descriptive-correlational design, data were collected from 106 respondents through complete enumeration. Statistical analysis revealed a high positive correlation between parenting styles and academic performance, indicating that students who perceived highly demanding yet responsive parenting tended to perform better academically, while permissive and authoritarian styles were linked to poorer outcomes. Findings also highlighted weaknesses in students' study skills, emphasizing the need to strengthen effective parenting and learning practices. Given these results, educators should integrate study-skills training—such as time management, note-taking, and self-testing—into classroom instruction. Academic institutions are encouraged to foster family-school partnerships through parenting seminars and teacher development programs that promote authoritative approaches. Parents should balance structure with emotional support, while students are encouraged to develop discipline, resilience, and effective study routines. Guidance counselors may design interventions that enhance motivation, self-efficacy, and emotional regulation. Future researchers should further explore parenting styles that directly enhance students' study skills.

Keywords: *Education, Parenting Styles, Academic Performance, Descriptive-Correlational Design, Statistical Analysis, Study Habits, Philippines.*

ACKNOWLEDGMENT

The researchers extend their deepest appreciation and sincere gratitude to all individuals and institutions whose support and contributions were instrumental to the successful completion of this study.

First and foremost, the researchers thank Almighty God for His constant guidance, wisdom, and abundant blessings throughout this academic endeavor. His divine presence has been the foundation of their perseverance and strength.

The researchers are profoundly grateful to their parents for their unwavering love and support in all aspects—emotional, moral, and financial. Their encouragement, trust, and belief in the researchers' abilities served as a constant source of inspiration and motivation.

The researchers also wish to express their heartfelt gratitude to the Panel of Examiners during the Oral Examination, namely: Dr. Jandy T. Bongcayat, LPT, FRIEDr, CHRA, Gretchen C. Tajaran, EdD, and Jeanverly Grethel M. Mantilla, MAEd, for their insightful comments, constructive feedback, and valuable recommendations that further strengthened the depth and quality of this research.

Heartfelt appreciation is also extended to the instrument validators, Dr. Rosita J. Bustamante, PhD; Dr. Jandy T. Bongcayat, LPT, FRIEDr, CHRA; and Dr. Gretchen C. Tajaran, EdD, for their invaluable insights and expert evaluation of the research instrument. Their professional guidance and constructive feedback greatly contributed to the clarity, validity, and quality of this study.

Special acknowledgment is given to Dr. Jandy T. Bongcayat, LPT, FRIEDr, CHRA, college president and professor of The Child and Adolescent Learner and Learning Principles, whose initiative and guidance inspired the conduct of this research as a course requirement. His approval, wholehearted support, and academic mentorship provided the foundation upon which this study was built. The researchers deeply appreciate his encouragement, patience, and leadership, which were instrumental in its successful completion.

The researchers also extend their sincere gratitude to Mr. Roland Felix Jr. B. Payos, MSc, for his expert assistance in statistical analysis. His technical proficiency and attention to detail significantly enhanced the accuracy and reliability of the research findings.

Likewise, heartfelt thanks are given to Ms. Jeanverly Grethel M. Mantilla, MAEd, for her exceptional work as the grammarian. Her expertise in language and meticulous proofreading greatly improved the manuscript's clarity, coherence, and overall academic quality.

Sincere appreciation is also conveyed to the school authorities who permitted the conduct of the pre-survey, pilot testing, and actual data gathering. Their cooperation and logistical support ensured the smooth implementation of this research.

Finally, to all the individuals and institutions who, in one way or another, extended their support, guidance, and encouragement, the researchers express their utmost gratitude. This study would not have been possible without your invaluable contributions.

The Researchers

DEDICATION

With profound gratitude, we dedicate this accomplishment to Almighty God, our ever-present source of strength, wisdom, and guidance. His divine presence has sustained us through every challenge and milestone of our academic journey. To our beloved parents, your unconditional love, sacrifices, and steadfast support have been the cornerstone of our perseverance. To our families, your constant encouragement has inspired us to move forward and find purpose in every step we took. To our esteemed OIC College President and professor in The Child and Adolescent Learner and Learning Principles, Dr. Jandy T. Bongcayat, LPT, FRIEDr, CHRA, we express our deepest appreciation for your exceptional guidance, trust, and leadership, which were instrumental in the completion of this study. Your dedication to our academic growth, both as our professor and college president, has profoundly shaped our understanding and development. To our respected panel of evaluators namely: Dr. Jandy T. Bongcayat, LPT, FRIEDr, CHRA, Gretchen C. Tajaran, EdD, and Jeanverly Grethel M. Mantilla, we are sincerely grateful for your valuable feedback, thoughtful critiques, and encouragement, which significantly strengthened the quality and depth of our research. To our peers and friends, your support, shared experiences, and meaningful companionship made this journey both enriching and unforgettable. Finally, to our beloved institution, Governor Generoso College of Arts, Sciences, and Technology (GGCAST), we extend our heartfelt appreciation for providing a nurturing academic environment that guided us toward intellectual and personal growth. This achievement is not ours alone; it is a reflection of the collective support, trust, and inspiration of everyone who has been part of our journey. May this work stand as a humble tribute to all who have made a lasting impact on our academic and personal development.

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CHAPTER ONE INTRODUCTION

Academic performance is a key indicator of student success, yet many college students struggle to excel, affecting both their learning and well-being. According to Mundy and colleagues (2022), poor performance lowers self-confidence and triggers emotional difficulties that further impair outcomes. Similarly, Frontiers in Education (2022) reported that low performance increases stress, anxiety, and depressive symptoms, negatively impacting cognition and motivation. It also signals a reduced likelihood of success, which can decrease persistence and heighten dropout risks (Ragnarsdottir et al., 2016), while disengagement may lead to delinquency and substance use. Rone and colleagues (2023) emphasized that unmotivated students often develop poor study habits, struggle to complete requirements, and face comprehension difficulties, all of which worsen performance. These struggles create learning gaps that can result in long-term consequences such as limited career opportunities and challenges in adapting to future demands (Cardino & Ortega-Dela Cruz, 2020).

Understanding academic performance is essential, as it reflects students' ability to apply knowledge and skills, shaping both their education and future opportunities (Mappadang et al., 2022). Khuisaini and colleagues (2022) emphasized its role in personal growth and career paths, while Evans (2023) noted that strong academic performance enables smoother transitions into adulthood and enhances social and economic success. It also guides schools in assessing progress, allocating resources, and providing support where needed (Al Husaini & Ahmad Shukor, 2023). Furthermore, academic performance contributes to solving real-life problems and advancing communities (Tadese et al., 2022) and serves as a benchmark for governments in measuring educational outcomes (Brew et al., 2021), reinforcing its significance in shaping societal development.

Parenting style is one major factor influencing academic performance, as it shapes children's values, behavior, and engagement in school (Lamichhane et al., 2023). Sanvictores and Mendez (2022) stressed that these approaches affect motivation, study habits, and achievement. Babu (2015) also found in India that parental involvement positively correlates with student success, while Bai and colleagues (2022) showed that neglect leads to poorer performance. Similarly, Chutia et al. (2024) found that the uninvolved parenting style has a weak relationship with the academic performance of adolescent students. Supporting this, a study revealed that emotionally accepting parenting promotes better outcomes, whereas rejecting and overprotective behaviors hinder performance (Fute et al., 2024).

Furthermore, this study is anchored on Baumrind's Parenting Styles Theory (1966), which explains that children's development is shaped by parenting approaches they experience in terms of responsiveness, control, and communication. Baumrind classified parenting into three types: authoritative, authoritarian, and permissive, each influencing behavior and learning in different ways. In this view, these styles serve as the basis for examining the relationship of parenting to the academic performance of students. Complementing this, Bandura's Social Learning Theory (1977) emphasizes that individuals learn by observing and modeling others. Within the family and school setting, students often mirror behaviors demonstrated by parents and significant figures. Collectively, these perspectives highlight that parenting not only guides but also models behaviors that shape students' academic performance.

Figure 1 shows the conceptual framework of the study, with *parenting styles* as the independent variable and *academic performance* as the dependent variable.

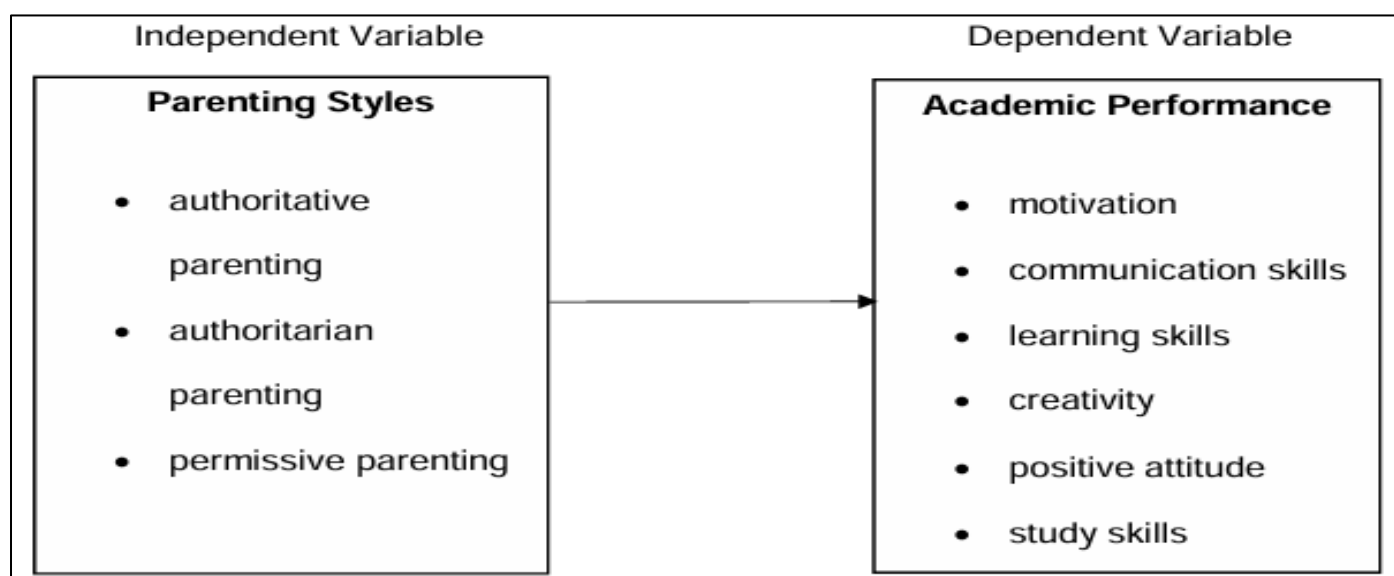


Fig 1 The Conceptual Paradigm Showing the Variables of the Study

Furthermore, the independent variable, *parenting styles*, refers to the consistent ways parents raise and interact with their children, shaping their values, behavior, and engagement in school (Lamichhane et al., 2023). This variable is measured by three indicators: *authoritative parenting*, defined by setting clear and reasonable expectations while maintaining a high level of warmth and responsiveness (Cherry, 2023); *authoritarian parenting*, characterized by rigid rules and one-way communication with little to no opportunity for discussion (Sanvictores & Mendez, 2022); and *permissive parenting*, marked by low demands and minimal expectations, allowing children significant freedom over their decisions and behavior (Trautner, 2017).

On the other hand, *academic performance* serves as the dependent variable in this study and refers to the degree to which a student fulfills the academic criteria and expectations established by educators, schools, and governing bodies (Tameemi et al., 2022). This is measured through six indicators: *motivation*, which refers to students' internal drive to achieve academic goals (Hawthorne, 2021); *communication skills*, which enhance problem-solving, adaptability, and critical thinking abilities (Vikaasa, 2024); *learning skills*, which involve time management, note-taking, reading, and study strategies (Royal Roads University, 2024); *creativity*, the ability to generate original and useful ideas (Akpur, 2023); *positive attitude*, which fosters enthusiasm, self-confidence, and a healthy learning environment (Syukur, 2016); and *study skills*, encompassing strategies that improve learning efficiency, including time management and critical thinking (Anderson, 2024).

While numerous studies have examined the relationship between parenting styles and academic performance, most have focused on high school students and employed causal designs (Bation et al., 2024; Arcay et al., 2019). Research on college students is limited, with Nerona (2021) addressing major choice motivation and satisfaction rather than direct academic performance. Notably, no study has investigated how parenting styles influence the academic performance of college students in Region XI, particularly in Davao Oriental. This gap is significant given the distinct cultural and social dynamics of the area, which may uniquely shape both parenting practices and student outcomes. Thus, there is a pressing need to conduct this study to provide localized evidence that can inform educational strategies and parental involvement initiatives aimed at improving academic performance among college students in the region.

Generally, this study will be proposed to determine the relationship between parenting styles and the academic performance of First Year Bachelor of Secondary Education (BSED) Major in English students. The study seeks to achieve the following objectives: first, to determine the extent of parenting styles as perceived by first-year BSED-English students in terms of authoritative parenting, authoritarian parenting, and permissive parenting; second, to assess the level of academic performance in terms of motivation, communication skills, and learning skills; and lastly, to determine the significant relationship between parenting styles and the academic performance of first-year BSED-English students. However, the findings of the study led to the rejection of the null hypothesis, indicating that a significant relationship existed between the two variables.

This study contributes globally by expanding the literature on parenting styles in education, specifically their impact on students' academic performance. It offers valuable insights to guide future educational strategies and policies in relation to parenting approaches. Socially, the research benefits humanity and the community by providing a framework that helps students improve their academic performance and overall development, preparing them to navigate the challenges of an increasingly competitive world.

On the other hand, this study is significant for various stakeholders. Firstly, it provides students with greater awareness of how their parents' approaches may influence their behavior and academic performance, equipping them with strategies to effectively manage challenges in their academic journey. Secondly, it offers parents a deeper understanding of how their parenting practices can shape and support their children's education and achievements. Thirdly, educators and administrators gain insights into the influence of parenting styles on students' behavior and academic outcomes, which can help refine instructional strategies and serve as a basis for developing initiatives and policies that strengthen collaboration between families and educational institutions. Fourthly, for guidance counselors, the findings support the development of more responsive and targeted programs to address students' academic and personal challenges. Lastly, future researchers can build on this study to explore additional factors influencing student success and the broader implications of parenting styles in education.

CHAPTER TWO METHOD

This section contained the discussion on the research respondents, materials and instruments, research design and procedure, statistical tools, and ethical considerations.

➤ *Research Respondents*

The respondents of the study were the first-year BSED-English students. The distribution of respondents was according to their respective sections. The study involved a total population of 106 students from three different sections: 37 students from BSED-English A, 35 students from BSED-English B, and 34 students from BSED-English C.

To ensure comprehensive and accurate data collection, the researchers employed the complete enumeration sampling technique. According to Abrol (2021), complete enumeration involved gathering information from every member of the population being studied. This approach ensured that no respondent was excluded, enhancing the accuracy and reliability of the findings by accounting for each individual before drawing any conclusions. Complete enumeration was particularly suitable for small populations, as it eliminated sampling error and secured data from all individuals within the group. Singh and Masuku (2020) emphasized that in small populations, it was more practical and precise to include the entire population rather than rely on a sample. Given the total population of 106 students, complete enumeration was considered the most appropriate sampling technique, as the number of respondents was limited, accessible, and manageable within the available time and resources.

The research was conducted at a local college in Governor Generoso, located in Davao Oriental. This municipality was home to various academic institutions committed to educational development and providing quality education to all learners. The chosen institution provided an appropriate setting for this study, as it housed a manageable population of first-year BSED-English students, making it feasible to apply the complete enumeration technique. Additionally, the researchers found it convenient to conduct the study within reasonable proximity.

➤ *Materials and Instrument*

This study utilized two sets of adapted questionnaires. The first instrument, adapted from Buri (1989), consisted of 30 items, equally divided among three parenting style indicators: authoritarian, authoritative, and permissive. The second questionnaire, adapted from Yasmin and Kiani (2015), consisted of 38 items pertaining to academic performance. This also included six indicators: motivation, communication skills, learning skills, creativity, positive attitude, and study skills. To ensure their relevance, these questionnaires were modified to align with the research objectives.

The adapted questionnaire underwent validation by three experts before administration. The evaluation received consistently high ratings across various dimensions, with an overall average rating of 4.68, categorized as “Very Good” in clarity of directions, presentation, organization, sustainability, adequateness, attainment of purpose, objectivity, and the scale and evaluation rating. As a result, these evaluations confirmed that the instruments effectively met the research objectives, ensuring clarity, objectivity, and suitability. Furthermore, the reliability statistics for the survey questionnaire indicated a high internal consistency, with a Cronbach’s Alpha of 0.958 for the independent variable questionnaire and 0.965 for the dependent questionnaire, suggesting that the instrument was excellent and highly reliable. This ensured consistent and dependable data collection, aligning with the threshold for excellent internal consistency. A Cronbach’s Alpha above 0.90 indicated excellent reliability, confirming the instrument’s credibility in measuring parenting styles and academic performance (George & Mallery, 2003, as cited in Saidi & Siew, 2019).

In this context, the range of mean values provided a descriptive interpretation of the extent of parenting styles perceived among first-year BSED-English students. A mean score ranging from 4.20 to 5.00 indicated that respondents “Strongly Agree,” reflecting a high extent of parenting styles where students consistently perceived their parents’ approaches. A mean score ranging from 3.40 to 4.19 implied that students “agree,” suggesting that they regularly perceived parenting styles from their parents. Mean scores between 2.60 and 3.39 fell under the category of “Not Sure,” indicating that students were uncertain about the parenting approaches they experienced. Scores ranging from 1.80 to 2.59 were considered “Disagree,” meaning students did not perceive those parenting approaches. Lastly, scores between 1.00 and 1.79 were labeled “Strongly Disagree,” reflecting that students had little to no idea about the parenting styles of their parents.

A similar interpretation applied to the mean scores for the level of academic performance among students. A mean score ranging from 4.20 to 5.00 indicated that respondents “Strongly Agree” they consistently demonstrated a high level of performance, including communication skills, learning skills, creativity, positive attitude, motivation, and study habits. Scores from 3.40 to 4.19 were interpreted as “Agree,” reflecting that respondents frequently performed well in academic tasks and activities. Mean scores between 2.60 and 3.39 were labeled as “Not Sure,” suggesting that respondents were uncertain if they occasionally performed well in their studies. Scores from 1.80 to 2.59 fell under the category of “Disagree,” indicating that they generally did not engage or perform well academically. Lastly, a mean score between 1.00 and 1.79 was categorized as “Strongly Disagree,” meaning respondents rarely or did not demonstrate academic performance in their tasks and learning activities.

The correlation coefficient describes the strength and direction of the relationship between two variables. Values ranging from 0.90 to 1.00 indicate a very high positive correlation, while -0.90 to -1.00 indicate a very high negative correlation, meaning the variables move very closely together in the same or opposite direction. A coefficient between 0.70 and 0.89 suggests a high positive correlation, whereas -0.70 to -0.89 reflects a high negative correlation, indicating strong associations. Values from 0.50 to 0.69 (or -0.50 to -0.69) represent a moderate correlation, showing noticeable but not perfect relationships. Coefficients between 0.30 and 0.49 (or -0.30 to -0.49) are considered low correlations, reflecting weak but present relationships. Lastly, values between 0.00 and 0.29 (or -0.00 to -0.29) suggest a negligible correlation, meaning little to no linear relationship between the variables.

➤ *Design and Procedure*

In this study, data were collected and subjected to statistical analysis using a descriptive-correlational design. This non-experimental approach allowed the researchers to determine the relationship between two variables in a natural setting without manipulation or control. A descriptive-correlational study focused on describing relationships among variables (Mustieles et al., 2020).

Furthermore, the following steps were undertaken to gather data for the study. First, the researchers wrote a letter to the OIC College President of the institution requesting permission to conduct the study involving all first-year BSED-English students. Once approval was granted and the study was fully supported by the college president, the researchers thoroughly explained to the students how to answer the questionnaires. A total of 106 first-year BSED-English students were asked to complete the instrument. After the respondents had fully and honestly answered the questionnaires, the researchers retrieved all completed forms. Following the successful administration and retrieval of the survey questionnaires, the data were collated and tabulated, and appropriate statistical tools were then employed for interpretation and further analysis.

Upon completion of the data collection, the researchers had sufficient information based on the survey data, which were sorted, compiled, and analyzed. The analysis utilized several statistical tools, including the mean, which was used to describe the extent of parenting styles and the level of academic performance among first-year BSED-English students. Additionally, Pearson's r was employed to ascertain the significance of the relationship between parenting styles and academic performance.

Moreover, the study adhered to strict ethical guidelines. Participation was voluntary, with respondents providing informed consent after being informed of the research purpose, procedures, their role, and their right to withdraw at any stage without academic or personal repercussions (Barrow, 2022; University of Oxford, 2021). Confidentiality and anonymity were ensured, with data securely stored and used solely for research purposes, in compliance with institutional guidelines and the Data Privacy Act of 2012 (Republic Act No. 10173). Ethical considerations were prioritized to protect participants' rights, dignity, and welfare while promoting research integrity (UCI Office of Research, 2023; Hasan et al., 2021).

CHAPTER THREE

RESULT AND DISCUSSION

This section showed the key findings, analysis, and insights from the survey questionnaire on “Parenting Styles and Academic Performance of First-Year BSED-English Students.” The data are presented through text, tables, and graphical representations to emphasize important patterns and connections.

➤ Parenting Styles

The summary of means for the three key indicators of parenting style, *authoritative parenting*, *authoritarian parenting*, and *permissive parenting*, is shown in Table 1. The overall mean of 3.80 indicates that students generally agree they have perceived these parenting styles to a regular extent. Among the indicators, authoritative parenting has the highest mean (3.98), suggesting that students commonly perceive their parents as setting high expectations while remaining supportive and responsive, which encourages active academic participation and boosts self-esteem. In contrast, permissive parenting has the lowest mean (3.59), implying that while some students receive parental support, they also perceive fewer rules and less structure, which may foster entitlement and independence. Authoritarian Parenting (3.83) falls between the two, showing that students experience strict expectations and discipline from parents, though these may sometimes limit the expression of their perspectives.

These findings highlight the role of parenting styles in shaping students’ academic behavior and classroom engagement. The higher rating for authoritative parenting emphasizes its supportive influence, while the lower score for permissive parenting reflects possible risks, as it may reduce motivation and increase entitlement. The moderate score for authoritarian parenting further suggests that while discipline and high standards are present, students may also feel constrained in expressing their academic views, which could affect their learning experiences.

Table 1 Parenting Styles

Indicators	AWM	Descriptive Equivalent
Authoritative Parenting	3.98	Agree
Authoritarian Parenting	3.83	Agree
Permissive Parenting	3.59	Agree
Overall Mean	3.80	Agree

These results align with the study of Hayek, Schneider, Lahoud, Tueni, and de Vries (2022), who found that authoritative parenting was prospectively associated with better academic achievement and higher self-efficacy, making students more likely to succeed compared to peers of neglectful parents. Similarly, Nisrofah (2023) reported that permissive parenting can diminish students’ motivation for learning, resulting in apathy, neglect of assignments, and weakened self-control. Moreover, Nawaz, Sabahat, Ishtiaq, and Bushra (2024) noted that while discipline and high standards are present, authoritarian parenting was linked to lower emotional intelligence and self-esteem. The findings of the current study support these perspectives, reinforcing that while parenting styles strongly influence academic development, there is a need for greater awareness of their impact so parents can adopt more balanced approaches.

➤ Academic Performance

The level of academic performance is presented in Table 2. It had an overall mean of 4.01, indicating that students generally agree they frequently perform well in academic tasks. Among the six indicators, learning skills achieved the highest mean (4.16), followed by motivation (4.12), whereas study skills had the lowest mean (3.85). This pattern suggests that students feel confident in deploying learning strategies and sustaining motivation, while perceiving more difficulty in effective study habits and techniques. In other words, students believe they can engage in learning and sustain drive, but their study methods may lag behind.

Table 2 Academic Performance

Indicators	AVM	Descriptive Equivalent
Motivation	4.12	Agree
Communication Skills	3.93	Agree
Learning Skills	4.16	Agree
Creativity	3.98	Agree
Positive Attitude	4.04	Agree
Study Skills	3.85	Agree
Overall Mean	4.01	Agree

The findings imply that students demonstrate a significant level of academic performance, largely driven by solid learning strategies and motivation. Their ability to plan, monitor, and adapt learning with internal drive results in achieving their learning goals. However, the lower score in study skills points to potential gaps that indicate the need to enhance or modify study habits to improve academic outcomes.

These results align with the study of Biwer, de Bruin, and Persky (2023), who emphasized that training in metacognitive and strategic learning boosted academic outcomes, reinforcing the importance of learning skills development. Similarly, Alhadabi and Karpinski (2019) highlighted that while students with strong motivation and effective learning strategies tend to perform better academically, weaker study habits often present challenges that can hinder overall performance. Moreover, Elango and Manimozhi (2021) stated that improving study habits positively influences academic achievement. This further reinforces that while students show a high level of motivation and learning strategies, strengthening study skills is still essential to ensure continuous educational development and sustained academic performance.

➤ *Significance on the Relationship between Parenting*

• *Styles and Academic Performance*

The correlation between parenting styles and academic performance among first-year BSED-English students is presented in Table 3. The computed correlation coefficient (R) is 0.74, which indicates a high positive correlation between parenting styles and academic performance. This suggests that when students perceive parenting styles as highly demanding and responsive, their academic performance tends to improve.

The significance level is assessed using the p-value of 0.000, which is less than the standard threshold of 0.05. Since the probability value falls below this threshold, the null hypothesis (H_0) is rejected. This means there is a statistically significant relationship between parenting styles and academic performance, supporting the assumption that parenting styles play a crucial role in students' academic outcomes.

Table 3 Significance of the Relationship between Parenting Styles and Academic Performance

Variables	AWM	N	R	p-value	Decision	Remark
Parenting Styles	3.80	105	0.74	0.000	Reject H_0	Significant
Academic Performance	4.01					

The results highlight that parenting styles strongly influence various dimensions of academic performance, including motivation, communication skills, learning strategies, creativity, positive attitude, and study habits. The high positive correlation suggests that supportive parenting approaches can foster academic success. This finding is supported by Sanvictores and Mendez (2022), who emphasized that parenting approaches significantly impact children's academic performance, motivation, and study habits, which helps explain the high correlation observed in the present study. Similarly, Babu (2015) found that consistent parental involvement in education is positively correlated with students' academic performance. Furthermore, Bation and colleagues (2024) highlighted that authoritative parenting, in particular, promotes students' self-regulation, self-efficacy, and academic accomplishment, further supporting the current study's findings that parenting style is highly linked to improved academic performance.

These findings suggest that effective and positive parenting styles, especially the authoritative type, should be encouraged to foster students' academic performance. In contrast, Bai and colleagues (2022) revealed that adolescents who experienced higher levels of parental neglect tended to perform worse in school. Thus, both parents and educators should strive to apply and reinforce supportive parenting approaches that encourage, guide, and motivate students toward sustained academic success.

CHAPTER FOUR

CONCLUSION AND RECOMMENDATION

The study revealed that students generally perceived parenting styles to a regular extent. Authoritative parenting was the style most commonly experienced by students, which encouraged active academic participation and boosted self-esteem. In contrast, permissive parenting was the least perceived, reflecting fewer rules and structure, which may foster entitlement and independence. Regarding academic performance, students generally agreed that they frequently performed well in academic tasks, showing confidence in their learning skills and motivation. However, study habits received the lowest rating, indicating challenges in applying effective study techniques.

Moreover, the findings revealed a high positive correlation between parenting styles and academic performance, indicating that students who perceived highly demanding yet responsive parenting tended to perform better academically. The correlation analysis further suggests that supportive parenting approaches foster academic success, while permissive styles (lacking rules) and authoritarian styles (high demandingness with low responsiveness) were associated with poorer outcomes. These findings emphasize the need for parents and educators to reinforce positive and supportive parenting strategies that encourage students' motivation, learning and communication skills, creativity, positive attitudes, and effective study habits to enhance academic performance.

The results of this study support Baumrind's Parenting Styles Theory, which explains that children's behavior and performance development are shaped by the parenting styles they experience. The findings affirmed that authoritative parenting positively influences academic outcomes, while neglectful and overly authoritarian approaches can hinder student growth. Furthermore, the study aligns with Bandura's Social Learning Theory (1977), which highlights that students emulate the behaviors of their parents and teachers, directly influencing their academic performance. Hence, the theoretical framework was validated, confirming that effective parenting styles can serve as enhancers of academic performance in educational settings.

These results offer valuable insights into the role of parenting styles in education, particularly in enhancing academic performance. The study supports previous literature suggesting that parenting approaches significantly influence students' academic outcomes; supportive parenting fosters engagement and achievement, while rejecting or overprotective behaviors negatively affect performance (Lamichhane et al., 2023; Sanvictores & Mendez, 2022; Babu, 2015; Fute et al., 2024; Chutia et al., 2024). However, given the limitations observed in academic performance, particularly in students' study skills, future research should investigate additional strategies for strengthening effective parenting practices that directly improve study habits and self-regulated learning.

Based on the findings of this study, the following recommendations are proposed to address the areas where students showed the least strength in both parenting styles and academic performance. To enhance the influence of parenting styles on student learning, *educators* should refine their teaching and instructional strategies to create a supportive and engaging classroom environment. Since students reported weaker study habits despite strong motivation and learning skills, teachers should integrate structured study-skills training into lessons, such as time management strategies, note-taking methods, and self-testing techniques. Educators should also be more responsive to classroom behaviors shaped by parenting approaches, offering differentiated interventions that balance high expectations with empathy and support.

Academic institutions and administrators can utilize the findings to strengthen partnerships between families and schools. Initiatives such as parent education seminars, workshops, and collaboration programs should highlight the importance of adopting authoritative parenting practices while addressing the risk of permissive or overly authoritarian approaches. Teacher training should include modules on recognizing parenting influences on student behavior and performance, enabling more targeted interventions.

Students and parents play a central role in applying the study's findings. Parents are encouraged to adopt more supportive and structured parenting styles, especially authoritative parenting, which fosters motivation, self-regulation, and positive academic outcomes. At home, they should establish consistent expectations while remaining open to communication and emotional support. Students, on the other hand, should reflect on how their parents' approaches influence their academic behavior. They are encouraged to develop resilience, adopt stronger study habits, and seek strategies such as peer collaboration, study schedules, and active review that strengthen their academic performance.

Guidance counselors can use the study's results to design targeted programs that address academic and personal challenges linked to parenting influences. By considering students' diverse home environments, counselors can provide individualized interventions that promote self-efficacy, emotional regulation, and improved study skills. Programs may include mentoring, study-skills workshops, and counseling sessions aimed at empowering students to overcome challenges rooted in parenting dynamics.

Lastly, *future researchers* should expand this study by exploring strategies that specifically address the link between parenting styles and weaker areas of academic performance, particularly study skills. Further research may also examine how parenting practices align with school-based interventions to enhance motivation, creativity, and self-regulated learning. Qualitative research

could also provide deeper insights into the lived experiences of students under different parenting approaches, offering a broader understanding of how family dynamics shape academic achievement in higher education.

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https://www.researchgate.net/publication/332543580_ROLE_OF_PARENTING_STYLES_IN_ACADEMIC_PERFORMANCE_OF_COLLEGE_STUDENTS

APPENDICES**A. SPECIFIC RESULTS (DESCRIPTIVE & INFERENTIAL)**

Table 1.1 Extent of Parenting Styles in Terms of Authoritative Parenting

Items	AWM	D.E.
1. As I was growing up, when rules were made at home, my parents explained the reasons behind them to me.	4.16	Agree
2. My parents encouraged me to express my opinions, especially when I felt that the rules or restrictions at home were unfair.	3.78	Agree
3. My parents guided my actions and decisions through reasoning and fair discipline.	4.10	Agree
4. I knew what my parents expected from me, but I was also free to discuss these expectations with them if I thought they were unreasonable.	3.90	Agree
5. While I was growing up, my parents consistently guided me in fair and thoughtful ways.	4.22	Strongly Agree
6. My parents considered my opinions when making family decisions, but they didn't always give in just because I wanted something.	3.90	Agree
7. My parents had clear rules for me, but they were willing to adjust them based on my individual needs.	4.03	Agree
8. My parents gave me instructions on how to behave and what to do, but they also listened to my concerns and were open to discussions.	4.10	Agree
9. My parents clearly guided me, but they were understanding when I disagreed with them.	3.85	Agree
10. If my parents made a decision that hurt or upset me, they were willing to talk about it and admit if they were wrong.	3.79	Agree
Overall Mean	3.98	Agree

Table 1.2 The Extent of Parenting Styles in Terms of Authoritarian Parenting

Items	AWM	D.E.
1. Even if I didn't agree, my parents believed it was best for me to follow what they thought was right.	3.80	Agree
2. When my parents told me to do something, they expected me to do it immediately without asking questions.	3.65	Agree
3. I was not allowed to question my parents' decisions while I was growing up.	3.59	Agree
4. My parents believed in using strict discipline to make sure I behaved properly.	4.03	Agree
5. My parents thought it was important to show me early who was in charge at home.	3.92	Agree
6. My parents would get upset if I tried to disagree with them.	3.96	Agree
7. My parents clearly told me how they expected me to behave, and if I didn't follow these expectations, they punished me.	3.63	Agree
8. My parents believed that strict discipline would solve many problems in society.	3.95	Agree
9. My parents often told me exactly what to do and how to do it.	3.95	Agree
10. I knew what my parents expected from me, and they insisted I follow those expectations out of respect for their authority.	3.77	Agree
Overall Mean	3.83	Agree

Table 1.3 Extent of Parenting Styles in Terms of Permissive Parenting

Items	AWM	D.E.
1. My parents believed that in a good home, children should get their way as often as the parents do.	3.91	Agree
2. My parents thought I should be free to decide what I wanted to do, even if it didn't agree with what they preferred.	3.65	Agree
3. My parents didn't feel I needed to follow rules just because an authority figure had made them.	3.54	Agree
4. My parents rarely gave me rules or guidelines for how to behave.	3.62	Agree
5. Most of the time, my parents followed what I wanted when making family decisions.	3.44	Agree
6. My parents believed that problems in society could be avoided if parents didn't restrict their children's choices and decisions.	3.77	Agree
7. I was allowed to decide most things for myself, with little direction from my parents.	3.81	Agree
8. My parents didn't see themselves as responsible for guiding my behavior as I was growing up.	3.14	Not Sure
9. I was free to form my own opinions about family matters, and my parents usually let me decide what I wanted to do.	3.59	Agree
10. My parents didn't regularly direct my behavior, decisions, or activities while I was growing up.	3.43	Agree

Overall Mean	3.59	Agree
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Table 2.1 Extent of Academic Performance in Terms of Motivation

Items	AWM	D. E.
1. I participate more when class activities involve interesting tasks.	4.35	Strongly Agree
2. I prefer schoolwork that challenges me and helps me learn new things.	4.19	Agree
3. I focus on getting good grades because I want to improve my overall performance	4.15	Agree
4. I want to do well in school to prove my ability to my family, friends, and others.	4.24	Strongly Agree
5. I sometimes find my studies uninteresting and only do the minimum required.	3.87	Agree
6. I choose assignments that help me learn, even if they do not guarantee a high grade.	3.93	Agree
Overall Mean	4.12	Agree

Table 2.2 Extent of Academic Performance in Terms of Communication

Items	AWM	D.E.
1. I like to share ideas with my classmates.	4.12	Agree
2. I feel confident when participating in class discussions.	3.92	Agree
3. I feel frustrated when it's difficult for me to communicate with other students.	4.11	Agree
4. I get upset when my classmates or teachers don't understand me.	3.63	Agree
5. I feel relaxed when talking to my teacher.	3.84	Agree
6. I feel confident when giving class presentations.	3.98	Agree
Overall Mean	3.93	Agree

Table 2.3 Extent of Academic Performance in Terms of Learning Skills

Items	AWM	D.E.
1. I set personal learning goals for myself.	4.17	Agree
2. I list the tasks I need to do to achieve my learning goals.	4.12	Agree
3. I identify strategies to help me reach my learning goals.	4.16	Agree
4. I list the strategies I use when working on assignments.	4.04	Agree
5. I check my progress towards achieving my goals.	4.13	Agree
6. I adjust my actions on my own to improve my learning.	4.33	Strongly Agree
Overall Mean	4.16	Agree

Table 2.4 Extent of Academic Performance in Terms of Creativity

Items	AWM	D.E.
1. I prefer to write by combining my own ideas instead of memorizing.	4.07	Agree
2. I use my imagination during class activities.	4.00	Agree
3. I often come up with good ideas during class.	3.99	Agree
4. I am good at finding new ways to solve problems.	4.01	Agree
5. I enjoy exploring new topics related to class assignments.	4.06	Agree
6. I am good at creative writing in different subjects.	3.78	Agree
Overall Mean	3.98	Agree

Table 2.5 Extent of Academic Performance in Terms of Positive Attitude

Items	AWM	D.E.
1. I stay optimistic about my future.	4.22	Strongly Agree
2. I usually expect good things to happen to me.	4.29	Strongly Agree
3. Even when stressed, I stay focused on what needs to be done.	4.25	Strongly Agree
4. I often take criticism in a negative way.	3.59	Agree
5. I try to see something good in everyone, even those I don't get along with.	4.32	Strongly Agree

6. I tend to blame others when problems happen in a group.	3.24	Not Sure
7. I find it easy to forgive people and move on from bad experiences.	4.08	Agree
8. I try to stay positive, even during difficult times.	4.33	Strongly Agree
Overall Mean	4.04	Agree

Table 2.6 Extent of Academic Performance in Terms of Study Skills

Items	AWM	D.E.
1. I find it easy to stick to a study schedule.	3.84	Agree
2. I can study subjects I don't really like.	3.77	Agree
3. I can focus my attention without too much effort.	3.72	Agree
4. I stay up to date with my assignments.	3.87	Agree
5. I manage my time well so I have enough time to study.	3.89	Agree
6. I spend extra time on subjects or courses that are difficult for me.	4.02	Agree
Overall Mean	3.85	Agree

Table 3 Significance on the Relationship between Parenting Styles and Academic Performance

Variables	AWM	N	R	p - value	Decision	Remark
Parenting Styles	3.80	105	0.74	0.000	Reject Ho	Significant
Academic Performance	4.01					

B. ADAPTED AND MODIFIED QUESTIONNAIRE**SURVEY QUESTIONNAIRE ON PARENTING STYLES AND ACADEMIC PERFORMANCE OF FIRST-YEAR BSED ENGLISH STUDENTS**

[Adapted and Modified from Yasmin and Kiani (2015) and Buri (1989)]

NAME (Optional): _____

Dear Respondent,

The researcher requests your participation in this study entitled “**Parenting Styles and Academic Performance of First-Year BSED English Students**”. This study seeks to determine the relationship between parenting styles and academic performance of first year BSED-English students. Taking part in this survey is entirely voluntary. There are no correct or incorrect answers to the given questions. Your cooperation and participation in this study will be a valuable contribution and will be highly appreciated.

Directions: Below is a set of questions for you. Please read carefully and thoroughly understand each statement. With complete honesty, indicate your level of agreement or disagreement with the statement by placing a check mark (✓) on the corresponding number.

Part I. PARENTING STYLES

ITEMS	5 Strongly Agree	4 Agree	3 Not Sure	2 Disagree	1 Strongly Disagree
Authoritative Parenting					
1. As I was growing up, when rules were made at home, my parents explained the reasons behind them to me.					
2. My parents encouraged me to express my opinions, especially when I felt that the rules or restrictions at home were unfair.					
3. My parents guided my actions and decisions through reasoning and fair discipline.					
4. I knew what my parents expected from me, but I was also free to discuss these expectations with them if I thought they were unreasonable.					
5. While I was growing up, my parents consistently guided me in fair and thoughtful ways.					
6. My parents considered my opinions when making family decisions, but they didn't always give in just because I wanted something.					
7. My parents had clear rules for me, but they were willing to adjust them based on my individual needs.					
8. My parents gave me instructions on how to behave and what to do, but they also listened to my concerns and were open to discussions.					
9. My parents clearly guided me, but they were understanding when I disagreed with them.					
10. If my parents made a decision that hurt or upset me, they were willing to talk about it and admit if they were wrong.					
Authoritarian Parenting					

1. Even if I didn't agree, my parents believed it was best for me to follow what they thought was right.					
2. When my parents told me to do something, they expected me to do it immediately without asking questions.					
3. I was not allowed to question my parents' decisions while I was growing up.					
4. My parents believed in using strict discipline to make sure I behaved properly.					
5. My parents thought it was important to show me early who was in charge at home.					
6. My parents would get upset if I tried to disagree with them.					
7. My parents clearly told me how they expected me to behave, and if I didn't follow these expectations, they punished me.					
8. My parents believed that strict discipline would solve many problems in society.					
9. My parents often told me exactly what to do and how to do it.					
10. I knew what my parents expected from me, and they insisted I follow those expectations out of respect for their authority.					
Permissive Parenting					
1. My parents believed that in a good home, children should get their way as often as the parents do.					
2. My parents thought I should be free to decide what I wanted to do, even if it didn't agree with what they preferred.					
3. My parents didn't feel I needed to follow rules just because an authority figure had made them.					
4. My parents rarely gave me rules or guidelines for how to behave.					
5. Most of the time, my parents followed what I wanted when making family decisions.					
6. My parents believed that problems in society could be avoided if parents didn't restrict their children's choices and decisions.					
7. I was allowed to decide most things for myself, with little direction from my parents.					
8. My parents didn't see themselves as responsible for guiding my behavior as I was growing up.					
9. I was free to form my own opinions about family matters, and my parents usually let me decide what I wanted to do.					
10. My parents didn't regularly direct my behavior, decisions, or activities while I was growing up.					

Part II. ACADEMIC PERFORMANCE

ITEMS	5 Strongly Agree	4 Agree	3 Not Sure	2 Disagree	1 Strongly Disagree
Motivation					
1. I participate more when class activities involve interesting tasks.					
2. I prefer schoolwork that challenges me and helps me learn new things.					
3. I focus on getting good grades because I want to improve my overall performance.					
4. I want to do well in school to prove my ability to my family, friends, and others.					
5. I sometimes find my studies uninteresting and only do the minimum required.					
6. I choose assignments that help me learn, even if they don't guarantee a high grade.					
Communication Skills					
1. I like to share ideas with my classmates.					
2. I feel confident when participating in class discussions.					
3. I feel frustrated when it's difficult for me to communicate with other students.					
4. I get upset when my classmates or teachers don't understand me.					
5. I feel relaxed when talking to my teacher.					
6. I feel confident when giving class presentations.					
Learning Skills					
1. I set personal learning goals for myself.					
2. I list the tasks I need to do to achieve my learning goals.					
3. I identify strategies to help me reach my learning goals.					
4. I list the strategies I use when working on assignments.					
5. I check my progress towards achieving my goals.					
6. I adjust my actions on my own to improve my learning.					
Creativity					
1. I prefer to write by combining my own ideas instead of memorizing.					
2. I use my imagination during class activities.					
3. I often come up with good ideas during class.					
4. I am good at finding new ways to solve problems.					
5. I enjoy exploring new topics related to class assignments.					
6. I am good at creative writing in different subjects.					
Positive Attitude					
1. I stay optimistic about my future.					
2. I usually expect good things to happen to me.					
3. Even when stressed, I stay focused on what needs to be done.					
4. I often take criticism in a negative way.					

5. I try to see something good in everyone, even those I don't get along with.					
6. I tend to blame others when problems happen in a group.					
7. I find it easy to forgive people and move on from bad experiences.					
8. I try to stay positive, even during difficult times.					
Study Skills					
1. I find it easy to stick to a study schedule.					
2. I can study subjects I don't really like.					
3. I can focus my attention without too much effort.					
4. I stay up to date with my assignments.					
5. I manage my time well so I have enough time to study.					
6. I spend extra time on subjects or courses that are difficult for me.					

Thank You!

C. LETTERS TO THE VALIDATORS**GOVERNOR GENEROSO COLLEGE OF ARTS,
SCIENCES AND TECHNOLOGY**

Poblacion, Governor Generoso, Davao Oriental



September 11, 2025

DR. JANDY T. BONGCAYAT, LPT, FRIEDr, CHRA
OIC- College President

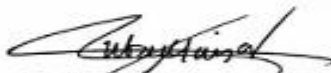
Dear Dr. Bongcayat,

The undersigned would like to request your approval to be one of the evaluators in the research study entitled "**Parenting Styles and Academic Performance of First Year BSED-English Students,**" a requirement for the course The Child and Adolescent Learner and Learning Principles. Undoubtedly, your expertise would make the instrument rich and substantive in content.

Attached to this request is the actual print-out of the modified questionnaire, research objectives, population and sample of the study. Your comments and suggestions will be a great help in the realization of this study.

Looking forward for your favorable response on this request. Thank you and God bless.

Respectfully yours,


ELAIZA MARIE D. JUBAC
Researcher
JASPER JADE M. MARTIJIE
Researcher
PEARL JOY A. ORONGAN
Researcher
KHIANNA E. P. ABADILLA
Researcher
LEONA DHAR G. TAGANA
Researcher

**GOVERNOR GENEROSO COLLEGE OF ARTS,
SCIENCES AND TECHNOLOGY**

Poblacion, Governor Generoso, Davao Oriental



September 11, 2025

ROSITA J. BUSTAMANTE, PhD
Quality Assurance Director

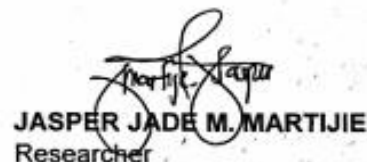
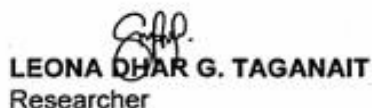
Dear Ma'am Bustamante,

The undersigned would like to request your approval to be one of the evaluators in the research study entitled **"Parenting Styles and Academic Performance of First Year BSED-English Students,"** a requirement for the course The Child and Adolescent Learner and Learning Principles. Undoubtedly, your expertise would make the instrument rich and substantive in content.

Attached to this request is the actual print-out of the modified questionnaire, research objectives, population and sample of the study. Your comments and suggestions will be a great help in the realization of this study.

Looking forward for your favorable response on this request. Thank you and God bless.

Respectfully yours,


ELAIZA MARIE D. JUBAC
Researcher
JASPER JADE M. MARTIJIE
Researcher
PEARL JOY A. ORONGAN
Researcher
KHIANNA FE P. ABADILLA
Researcher
LEONA DHAR G. TAGANA
Researcher

**GOVERNOR GENEROSO COLLEGE OF ARTS,
SCIENCES AND TECHNOLOGY**

Municipality of Governor Generoso, Davao Oriental



September 11, 2025

GRETCHEN C. TAJARAN, EdD
Dean- College of Education

Dear Ma'am Tajarán,

The undersigned would like to request your approval to be one of the evaluators in the research study entitled "**Parenting Styles and Academic Performance of First Year BSED-English Students,**" a requirement for the course The Child and Adolescent Learner and Learning Principles. Undoubtedly, your expertise would make the instrument rich and substantive in content.




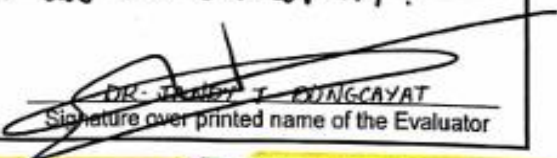
Attached to this request is the actual print-out of the modified questionnaire, research objectives, population and sample of the study. Your comments and suggestions will be a great help in the realization of this study.

Looking forward for your favorable response on this request. Thank you and God bless.

Respectfully yours,


ELAIZA MARIE D. JUBAC
Researcher
JASPER JADE M. MARTIJIE
Researcher
PEARL JOY A. ORONGAN
Researcher
KHIANNA F. P. ABADILLA
Researcher
LEONA DHAR G. TAGANA
Researcher

D. RATINGS FROM THE VALIDATORS

GOVERNOR GENEROSO COLLEGE OF ARTS, SCIENCES AND TECHNOLOGY		  				
Poblacion, Governor Generoso, Davao Oriental						
VALIDATION SHEET FOR RESEARCH QUESTIONNAIRE						
Name of Evaluator	Dr. Janky T. Pungcay, LPT, FRIED, CHRA					
Degree	PhD					
Position	Dik - College President					
To the Evaluator	Please check the appropriate box for your ratings					
	5 -	Excellent	2 - Fair			
	4 -	Very Good	1 - Poor			
	3 -	Good				
ITEMS		5	4	3	2	1
1	Clarity of Directions and Items The vocabulary level, language, structure and conceptual level of questions suit the level of participants. The directions and the items are written in a clear and simple language.	/				
2	Presentation and Organization of Items The items are presented and organized in logical manner.	/				
3	Suitability of Items The item is appropriate and represents the substance of the research. The questions are designed to determine the conditions, knowledge, perception and attitudes that are supposed to be measured.	/				
4	Adequateness if Items per Category or Indicator The items represent the coverage of research adequately. The questions per area category are adequate representations of all the questions needed for research.		/			
5	Attainment of Purpose The instruments fulfills the objectives for which it was constructed.	/				
6	Objectivity Each item questions only one specific answer or measures only one behavior and no aspect of the questionnaire is a suggestion of the researcher.	/				
7	Scale and Evaluation Rating Scale The scale adapted is appropriate for the items.	/				
Title of Approved Research:		* PARENTING STYLE AND ACADEMIC PERFORMANCE OF FIRST YEAR BSED-ENGLISH STUDENTS				
Name of Researchers:		JUBAC, ELATZA MARIE D. TAGAWAT, LEONA DHAR G. ABADILLA, KHIANNA FE P. ORONGAN, PEARL JOY A. MARTINE, JASPER JADE M.				
Date of Evaluation of the Questionnaire:		September 12, 2025				
Remarks of the Evaluator:		Follow all the corrections!				
		 Signature over printed name of the Evaluator				

**GOVERNOR GENEROSO COLLEGE OF ARTS,
SCIENCES AND TECHNOLOGY**

Poblacion, Governor Generoso, Davao Oriental


VALIDATION SHEET FOR RESEARCH QUESTIONNAIRE

Name of Evaluator : ROSITA J. BUSTAMANTE, PhD
 Degree : PhD in Agricultural Education with Agri. Res.
 Position : Quality Assurance Director / Dep. Manager
 To the Evaluator : Please check the appropriate box for your ratings
 5 - Excellent 2 - Fair
 4 - Very Good 1 - Poor
 3 - Good

ITEMS		5	4	3	2	1
1	Clarity of Directions and Items The vocabulary level, language, structure and conceptual level of questions suit the level of participants. The directions and the items are written in a clear and simple language.		✓			
2	Presentation and Organization of Items The items are presented and organized in logical manner.		✓			
3	Suitability of Items The item is appropriate and represents the substance of the research. The questions are designed to determine the conditions, knowledge, perception and attitudes that are supposed to be measured.		✓			
4	Adequateness of Items per Category or Indicator The items represent the coverage of research adequately. The questions per area category are adequate representations of all the questions needed for research.			✓		
5	Attainment of Purpose The instruments fulfill the objectives for which it was constructed.		✓			
6	Objectivity Each item questions only one specific answer or measures only one behavior and no aspect of the questionnaire is a suggestion of the researcher.		✓			
7	Scale and Evaluation Rating Scale The scale adapted is appropriate for the items.		✓			

Title of Approved Research:

"PARENTING STYLES AND ACADEMIC
PERFORMANCE OF FIRST YEAR BSED-ENGLISH STUDENTS"

Name of Researchers:

JUBAC, ELAIZA MARIE D.
TAGANAIT, LEONA DHAR G.
ABADILLA, KHIANNA FE P.
DRONGAN, PEARL JOY A.
MARTIJE, JASPER JADE M.

Date of Evaluation of the Questionnaire:

September 12, 2025

Remarks of the Evaluator:

For the conduct of the study.
(data gathering)
Rosita J. Bustamante
ROSITA J. BUSTAMANTE, PhD
 Signature over printed name of the Evaluator

GOVERNOR GENEROSO COLLEGE OF ARTS, SCIENCES AND TECHNOLOGY

Sobliston, Governor Generoso, Davao Oriental



VALIDATION SHEET FOR RESEARCH QUESTIONNAIRE

Name of Evaluator	: <u>GRETCHEN C. TAJARAN, EdD</u>					
Degree	: <u>EdD</u>					
Position	: <u>Dean - College of Education</u>					
To the Evaluator	: Please check the appropriate box for your ratings					
	5	-	Excellent	2	-	Fair
	4	-	Very Good	1	-	Poor
	3	-	Good			

ITEMS	5	4	3	2	1
1 Clarity of Directions and Items The vocabulary level, language, structure and conceptual level of questions suit the level of participants. The directions and the items are written in a clear and simple language.	/				
2 Presentation and Organization of Items The items are presented and organized in logical manner.	/				
3 Suitability of Items The item is appropriate and represents the substance of the research. The questions are designed to determine the conditions, knowledge, perception and attitudes that are supposed to be measured.	/				
4 Adequateness if Items per Category or Indicator The items represent the coverage of research adequately. The questions per area category are adequate representations of all the questions needed for research.	/				
5 Attainment of Purpose The instruments fulfills the objectives for which it was constructed.	/				
6 Objectivity Each item questions only one specific answer or measures only one behavior and no aspect of the questionnaire is a suggestion of the researcher.	/				
7 Scale and Evaluation Rating Scale The scale adapted is appropriate for the items.	/				

Title of Approved Research:

"PARENTING STYLES AND ACADEMIC PERFORMANCE
OF FIRST YEAR BSED-ENGLISH STUDENTS"

Name of Researchers:

JUBAG, ELATZA MARIE D.
TAGANAIT, LEONA DHAR G.
ABADILLA, KHIJANNA FE P.
ORONGAN, PEARL JOY A.
MARTITE, JASPER JADE M.

Date of Evaluation of the Questionnaire:

September 12, 2025

Remarks of the Evaluator:

GRETCHEN C. TAJARAN, EdD
Signature over printed name of the Evaluator

E. SUMMARY OF RATINGS

ITEMS	Dr. Tajaran	Dr. Bongcayat	Dr. Bustamante	TOTAL
1. Clarity of Directions and Items	5	5	4	4.67
2. Presentation and Organization of Items	5	5	4	4.67
3. Sustainability of Items	5	5	4	4.67
4. Adequateness of Items per Category or Indicator	5	4	3	4
5. Attainment of Purpose	5	5	4	4.67
6. Objectivity	5	5	4	4.67
7. Scale and Evaluation Rating Scale	5	5	4	4.67
AVERAGE RATINGS	5	4.85	3.85	4.57
Descriptive Ratings	Excellent	Very Good	Good	Very Good

F. ENDORSEMENT TO CONDUCT THE STUDY




ENDORSEMENT May 23, 2025

Respectfully endorsed to **DR. JANDY T. BONGCAYAT, LPT, FRIEDr, CHRA**, OIC- College President of GGCAST, the attached letter of **ABADILLA, KHIANNA FE P., JUBAC, ELAIZA MARIE D., MARTIJE, JASPER JADE M., ORONGAN, PEARL JOY A., and TAGANAIT, LEONA DHAR G.**, students of Bachelor of Secondary Education Major in English in this institution, requesting permission to conduct their study under the purview of GGCAST.

This is submitted to your kind approval.


DR. JANDY T. BONGCAYAT, LPT, FRIEDr, CHRA
Subject Instructor


MERIDITH G. ANSALDO, MAEd
Program Head


JEANVERLY GRETHEL M. MANTILLA, MAEd
Research Coordinator

**GOVERNOR GENEROSO COLLEGE OF ARTS,
SCIENCES AND TECHNOLOGY**

Poblacion, Governor Generoso, Davao Oriental

**2nd ENDORSEMENT
Cronbach Alpha**

This is to formally endorse **Abadilla, Khianna Fe Pb., Jubac, Elaiza Marie D., Martije, Jasper Jade M., Orongan, Pearl Joy A., and Taganait, Leona Dhar G.,** 2nd year students in the Bachelor of Secondary Education Major in English, with the research titled "Parenting Styles and Academic Performance of First Year BSED-English Students" for the purpose of conducting a Cronbach's Alpha analysis to determine the internal consistency and reliability of the instrument

This questionnaire has undergone modifications and has been validated by a panel of experts to ensure its content validity and appropriateness for the study. As part of our efforts to maintain rigorous academic standards, it is now necessary to assess the internal reliability of the instrument through a Cronbach's Alpha analysis

I kindly request your expertise in performing this statistical analysis and providing your professional insights on the reliability of the questionnaire items. Your evaluation will play a crucial role in ensuring the robustness and credibility of the research findings.

Thank you for your attention to this request and your continued support of our research endeavors.

Endorsed by:
GRETCHEN C. TAJARAN, EdD
College Dean

GOVERNOR GENEROSO COLLEGE OF ARTS, SCIENCES AND TECHNOLOGY

Poblacion, Governor Generoso, Davao Oriental



3rd ENDORSEMENT

Certificate of Reliability Approval and Survey Authorization

This is to certify that the research questionnaire developed by **Abadilla, Khianna Fe P., Jubac, Elaiza Marië D., Martije, Jasper Jade M., Orongan, Pearl Joy A., and Taganait, Leona Dhar G.**, 2nd year students in the Bachelor of Secondary Education Major in English, for their study entitled "**Parenting Styles and Academic Performance of First Year BSED-English Students,**" has successfully passed the Cronbach's Alpha reliability test, with a reliability coefficient of 0.958 (IV) / 0.965 (DV), conducted by Roland Felix Jr. B. Payos, MSc.

The questionnaire demonstrated a satisfactory level of internal consistency, indicating its reliability as a research instrument. With this rating, the questionnaire is deemed suitable for data collection.

Therefore, the researchers are hereby granted approval to proceed with the administration of the research survey in accordance with the ethical standards and guidelines established by the institution.





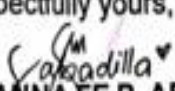
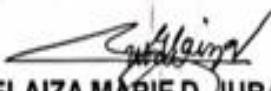

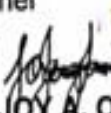

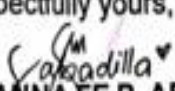
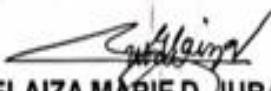

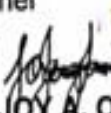

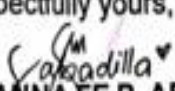
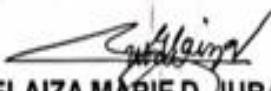

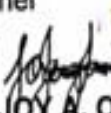


Approved on: September 15, 2025

Approved by:

ROLAND FELIX JR. B. PAYOS, MSc.
BSED-Mathematics Program Head




09-15-2025
Date and Signature

G. APPROVED LETTER ON THE CONDUCT OF THE STUDY

 <p>GOVERNOR GENEROSO COLLEGE OF ARTS, SCIENCES AND TECHNOLOGY Poblacion, Governor Generoso, Davao Oriental</p>	  						
<p>May 23, 2025</p> <p>DR. JANDY T. BONGCAYAT, LPT, FRIEDr. CHRA. OIG – College President Governor Generoso College of Arts Sciences and Technology Poblacion, Sigaboy, Governor Generoso, Davao Oriental</p> <p>Dear Dr. BONGCAYAT,</p> <p>The undersigned are currently conducting a research study entitled, <u>"Parenting Styles and Academic Performance of First-Year BSED English Students."</u></p> <p>In this regard, the researchers respectfully request your approval to conduct the study within your area of responsibility. Rest assured that the confidentiality of the data collected will be an utmost priority. Attached herewith is the sample of the survey questionnaire that reflects the topics and questions to be discussed.</p> <p>Looking forward to your favorable response on this request. Thank you for your time and consideration.</p>							
<p>Respectfully yours,</p> <table style="width: 100%;"> <tr> <td style="width: 33%; text-align: center;">  KHIANNA FE P. ABADILLA Researcher </td> <td style="width: 33%; text-align: center;">  ELAIZA MARIE D. JUBAC Researcher </td> <td style="width: 33%; text-align: center;">  JASPER JADE M. MARTIJE Researcher </td> </tr> <tr> <td style="text-align: center;">  PEARL JOY A. ORONGAN Researcher </td> <td colspan="2" style="text-align: center;">  LEONA DHAR G. TAGANAIT Researcher </td> </tr> </table>		 KHIANNA FE P. ABADILLA Researcher	 ELAIZA MARIE D. JUBAC Researcher	 JASPER JADE M. MARTIJE Researcher	 PEARL JOY A. ORONGAN Researcher	 LEONA DHAR G. TAGANAIT Researcher	
 KHIANNA FE P. ABADILLA Researcher	 ELAIZA MARIE D. JUBAC Researcher	 JASPER JADE M. MARTIJE Researcher					
 PEARL JOY A. ORONGAN Researcher	 LEONA DHAR G. TAGANAIT Researcher						
<p>Noted by:</p> <p style="text-align: center;">  JEANVERLY GRETHEL M. MANTILLA, MAED Research Coordinator </p>							
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p style="font-size: small;">GOVERNOR GENEROSO COLLEGE OF ARTS SCIENCES AND TECHNOLOGY</p> <p style="font-size: large; font-weight: bold; text-align: center;">APPROVED</p> <p>Date : <u>05-23-25</u></p> <p>Time : <u>6:00</u></p> </div>							

H. INFORMED CONSENT FORM/ASSENT FORM

**GOVERNOR GENEROSO COLLEGE OF ARTS,
SCIENCES AND TECHNOLOGY**

Poblacion, Governor Generoso, Davao Oriental

Informed Consent Form for
Parenting Styles and Academic Performance of First Year
BSED - English Students

Name of Researchers:
Abadilla, Khianna Fe P., Jubac, Elaiza Marie D., Martije, Jasper Jade M.,
Orangan, Pearl Joy A., and Taganait, Leona Dhar G.

Institution:
Governor Generoso College of Arts, Sciences, and Technology

INTRODUCTION

You are invited to participate in a research study conducted by Abadilla, Khianna Fe P., Jubac, Elaiza Marie D., Martije, Jasper Jade M.,
Orangan, Pearl Joy A., and Taganait, Leona Dhar G. at the Governor Generoso College of Arts, Sciences, and Technology because you fit the Inclusion criteria for informants of our study.

Your participation is completely voluntary. Please read the information below, and ask questions about anything you do not understand, before deciding whether to participate. Please take as much time as you need to read the consent form. You may also decide to discuss participation with your family or friends.

If you decide to participate, you will be asked to sign this form. You will be given a copy of this form.

PURPOSE OF THE STUDY
 This study aims to examine the significant relationship between
Parenting Styles and Academic Performance of First Year BSED-English Students

STUDY PROCEDURES
 If you volunteer to participate in this study, you will be asked to participate by answering the survey questionnaire which you can finish in less than 30 minutes.

POTENTIAL RISKS AND DISCOMFORTS
 You may feel discomfort during the course of the interview because of the sensitive nature of the topic being studied. You may opt not to answer questions which make you feel any psychological or emotional distress or you can withdraw as a participant of the study if you feel that you cannot discuss the information that is asked of you. The researchers value your participation and will place your welfare as their highest priority during the course of the study.

GOVERNOR GENEROSO COLLEGE OF ARTS, SCIENCES AND TECHNOLOGY

Poblacion, Governor Generoso, Davao Oriental



POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

This study can generate relevant information which can be useful to public and private administrators, human resource managers, and policy-makers. The results, discussions, and findings from this study can spark evidence-based information which can be served as a basis in understanding the quality of teachers and may serve as reference for deeper and wider research arch in the future.

CONFIDENTIALITY

We will keep your records for this study confidential as far as permitted by law. Any identifiable information obtained in connection with this study will remain confidential, except if necessary to protect your rights or welfare. This certificate means that the researcher can resist the release of information about your participation to people who are not connected with the study. When the results of the research are published or discussed in conferences, no identifiable information will be used.

PARTICIPATION AND WITHDRAWAL

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

INVESTIGATOR'S CONTACT INFORMATION

If you have any questions or concerns about the research, please feel free to contact the researcher through mobile phone number 09156250745 or through email at elai2aj08@gmail.com, or if you need to see her, she can be located at the

Purek G, Kumintang, Tibankan, Governor Generoso, Davao Oriental

RIGHTS OF RESEARCH PARTICIPANT

If you have questions, concerns, or complaints about your right as a research participant or the research in general and are unable to contact the research team, or if you want to talk to someone independent of the research team, please contact the Governor Generoso College of Arts Sciences and Technology at Poblacion.

RESEARCH PARTICIPANT'S CONSENT

I have read the information provided above. I have been given a chance to ask questions. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form. I can withdraw my consent at any time and discontinue participation without penalty.

LOVELY

[Signature]
JIV OS BARRAL

Signature above Printed Name of Participant

09/16/2025

Date Signed

GOVERNOR GENEROSO COLLEGE OF ARTS, SCIENCES AND TECHNOLOGY

Poblacion, Governor Generoso, Davao Oriental



To be accomplished by the Researcher Obtaining Consent:
I have explained the research to the participant and answered all of his/her questions.
I believe that he/she understand the Information described in this document and freely
consents to participate.

Elatza Marie D. Jubac

ELATZA MARIE D. JUBAC

Name of Person Obtaining Consent

09/10/2025

Date Signed

I. CERTIFICATE OF APPEARANCE



CERTIFICATE OF APPEARANCE




This is to certify that **ABADILLA, KHIANNA FE P., JUBAC, ELAIZA MARIE D., MARTIJIE, JASPER JADE M., ORONGAN, PEARL JOY A., and TAGANAIT, LEONA DHAR G.**, students of Bachelor of Secondary Education Major in English, have conducted a survey in **GOVERNOR GENEROSO COLLEGE OF ARTS, SCIENCES AND TECHNOLOGY** on **September 16, 2025** as part of their research requirements for the Subject **The Child and Adolescent Learner and Learning Principles**. This certification is issued for whatever legal purpose it may serve.

Issued this September 16, 2025 at GGCAST.


DR. JANDY T. BONGGAYAT, LPT, FRIEDr, CHRA
 OIC- College President

J. EDITOR'S CERTIFICATION

**GOVERNOR GENEROSO COLLEGE OF ARTS,
SCIENCES AND TECHNOLOGY**
Poblacion, Governor Generoso, Davao Oriental




CERTIFICATE OF READING

To whom it may concern,

This is to certify that the manuscript of **ABADILLA, KHIANNA FE P., JUBAC, ELAIZA MARIE D., MARTIJIE, JASPER JADE M., ORONGAN, PEARL JOY A., and TAGANAIT, LEONA DHAR G.**, entitled "Parenting Styles and Academic Performance of First Year BSED-English Students," has been checked and edited by the undersigned in accordance with the standard mechanics, format, spacing, and references set by the institution.

This certification is issued on November 1, 2025.


JEANVERLY GRETHEL M. MANTILLA, MAEd
Grammarian/Reader